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selbst den ordnungsmässigen Wechsel zwischen Wachen und erquickendem Schlafe *will*; ich *bin* eingeschlafen, der Moment des Einschlafens kann von mir nicht gewählt werden. According to this rule of Mr. Nagl's we ought to say: Ich bin (not *haben*) gelitten, for we surely do not desire to suffer. The old rule that *haben* is used with intransitives to denote durative action and *sein* to indicate the beginning or end of an action is still the best rule that we have. Hermann Paul has treated this subject from this point of view at considerable length in a recent publication. The only place where Mr. Nagl's rule seems to hold better than the old one is in such examples as: ich habe angefangen, aufgehört, etc. Even here his explanation does not bear close study, for quite evidently the real cause for the use of *haben* here is that the force of the simple verbs *fangen*, *hören*, etc., asserts itself. A newer development here is the use of *sein* in accordance with the general rule: Ich bin von oben angefangen, von der hohen Uhl her, hoch von oben, und bin gesunken (Frenssen's *Jörn Uhl*, chap. xxvi). Wie ich schon sagte, ist man erst in den letzten Jahren angefangen, von dem Kloster das zu retten und zu erhalten, was noch zu erretten und zu erhalten ist (O. E. Kiesel in *Hamburger Nachrichten*, 13 Feb. 1905).

GEORGE O. CURME.

NORTHWESTERN UNIVERSITY.

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*English Grammar for Beginners*, by J. P. Kinard. The Macmillan Company, 1906. 249 pages.

The fault that high school teachers frequently find with many of the English grammars for use in the lower grades is that such books are either too difficult or too simple. On the one hand, written by university graduates, the definitions are sometimes put in language too difficult for the learner to grasp, so that the study of grammar often resolves itself into a process of memorizing unintelligible definitions and tedious lists of rules and exceptions. On the other hand, in the effort to bring the subject well within the level of the student's development and training, some grammarians have succeeded only in making their books puerile and unattractive.

Dr. Kinard has skilfully avoided these two extremes, and has pro-

duced a grammar at once scholarly and simple. On every page it is evident that the book is written by a true teacher, with a sympathetic insight into the difficulties likely to be encountered at each step, and with an earnest desire and determination to make the subject as clear and attractive as possible. With this end in view the author has introduced a large number of illustrative sentences,—chosen for the most part from such books as the children are likely to be familiar with,—and by arranging these sentences in parallel columns, he has “made an effective use of the inductive method” (Preface). Thus the pupil is led to make his own definitions from the sentences before him, and the teacher finds such questions and sentences as he himself would be likely to use in blackboard work to illustrate different forms or different uses of the parts of speech. Whatever opinions there may be as to the value of the so-called inductive method in the study of grammar, any teacher will find this little text-book a safe and helpful guide, brief and clear in statement, simple, suggestive, and accurate in method.

Though Dr. Kinard has wisely omitted all unnecessary details, there are instances where a brief foot-note would save the student from possible error.

P. 46. Attention might have been called to the fact that the words *his, her, my, our, your, their*, though usually classed with the pronouns, are at the same time strongly adjectival in function, whereas the other forms, *hers, mine, ours, theirs*, are more purely pronominal in function.<sup>1</sup>

P. 49. It might have been well to add here a warning to the student that the apostrophe is no longer used with the forms *hers, its, ours, yours, theirs*. To use the apostrophe in such cases is a natural mistake, of frequent occurrence in students' themes.

P. 77. In the discussion of the transitive and intransitive verbs, the student should be taught to observe that the same verb may be transitive in one instance and intransitive in another. For example: *Mary sings well. Mary sings her part well.*<sup>2</sup>

J. M. MCBRYDE, JR.

SWEET BRIAR INSTITUTE, VIRGINIA.

<sup>1</sup>See the discussion in Davenport and Emerson's *Principles of Grammar*, pp. 189 ff.

<sup>2</sup>See Davenport and Emerson, p. 47; C. A. Smith, *Our Language*, p. 47, note.